

6-24-1937

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EXTRA

CAMPUS CRIER

CENTRAL WASHINGTON COLLEGE OF EDUCATION

Vol. No. 10 ELLENSBURG, WASHINGTON, THURSDAY, JUNE 24, 1937 No. 33

Social Reform
Is Topic at
Assembly

Russell Discusses Needs
Of A True Democracy

By Olive Johnson
The first movement of Brahms's Sonata for violin and piano played by Miss Davies and Mr. Pyle opened the third assembly of the summer quarter.

In his discussion of education for social reform, Dr. Russell of the University of Idaho said there could be no democracy without progression. The conservative element of society adheres to customs which have existed, turning its back upon the emerging qualities which are considered by the progressives. The radical gives his attention to the new only, and is not stable as we never know where to find him. The conservative "right-wing" and the radical "left-wing" puts the teacher on the fence.

Dr. Russell goes on to say that if we are to have a true democracy a criteria of democratic living must be found which can be applied to every problem and to each and every body. Liberty and equality have reference to freedom under institutions and equal opportunity for expression. Hitler's control of social conditions by force and the Italian government have evoked little sympathy in our colleges.

Education Needs Change
Rather than teach people to live in the dust bowl the government makes plans to eliminate the condition. In the flood areas it is more important to control the condition which causes the floods than to strengthen the Red Cross.

This conception of living calls for a new type of education. An illustration of what can be done was given in the case of correcting living conditions by a home economics expert. The training of this individual should include, not so much the knowledge of how to get the most calories for an amount of income but how to get more money to spend. Classes in government should not stress the mechanics of how a law is made but the trading of votes and other methods used by our legislators. In the study of stocks and bonds, solving the problems should be of less importance than the effect a rise or fall of the stock market will have on the price of commodities and on the lives of the people.

So we should educate youngsters to try experiments so every one will be able to live on a level above animals. The humanistic ideal is the one toward which we should work.

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NOTED PSYCHOLOGIST
HERE JULY 1 AND 2

Reginald Bell, noted psychologist at Stanford University, will be on the campus of the Central Washington College of Education on Thursday and Friday, July 1 and 2. He will speak on "Psychological Foundations of Modern Education" before the all-school assembly on Thursday, and will assist in Dr. Samuelson's class held fourth period on Modern Systems of Psychology. Dr. Bell, a native of India, is a graduate of Stanford University. He has contributed greatly to the outstanding educational magazines and has written books on education.

VISUAL EDUCATION
NEW STUDY TOPIC

Visual Education, a new trend in modern teaching, has been added to the curriculum of this college in order to give a greater enrichment to subject-matter fields. Dr. Sparks, Director of Visual Education, believes that many helpful suggestions may be garnered by visiting the laboratory at the new Arts and Science Building.

The laboratory and equipment is available to all faculty members of this college who wish to augment their lectures with visual stimulants, such as a motion picture projector, a lantern slide, an opaque projector, or a tele-fimocular. By seeing these used in classes a teacher may profit from the experience.

The Visual Service Department here is considered one of the best in the Northwest ranking with that of the University of Washington, Cheney, and Bellingham. In the near future, it is hoped that local pictures and lantern slides will be made by the department—this will be one feature that no other college in the State of Washington has yet.

Dr. Sparks also announced that the pictures shown last Thursday evening are the first of a series to follow and asked each one to watch for the excellent child study films of Geselle's visual instructor at Yale, that will be shown soon.

THE PHILOSOPHY OF
TEACHER TRAINING

By H. J. Whitney

(Editor's Note: The following article by Mr. Whitney was written in response to our request for material from faculty members. Other members of the faculty are hereby solicited for short essays on any subject which seems pertinent to the problems of our institution.)

The purpose of this article is to acquaint students with the basic philosophy of the curriculum which is required of those who wish to be certified for teaching in Washington. Some wonder why this subject is required, or why one must take so many different courses. The first principle that governs the selection of the curriculum material is stated in the catalog for 1936-37 as follows: "The relative value of curriculum material used in a college of education should be judged by the nature and needs of the schools and communities which it serves." To apply this principle, the institution must discover what subjects are being taught in the elementary schools and then see that those to be certified are prepared to teach those subjects. This accounts for such courses as art, English, health, history, environmental studies, arithmetic, music, and geography.

Another principle is stated as follows: "The prospective teacher should

Curriculum Meeting Ends
With Unexpected Snags
Puncturing 'New' Theory

Diploma Applications

Attention is again called to the fact that applications for diplomas must be on file in the Registrar's office prior to July first.

Applicants for the life diploma are asked to pay the \$2.00 fee in the business office and present the receipt at the time of filing the application. The fees due for the other diplomas will be collected after checking has been done.

Summer Enrollment
Increases Ten Percent

The summer session enrollment will be about ten percent higher than last summer, according to an announcement from the President's office. The enrollment of regular resident students is estimated at five hundred and ten. Four hundred and fifty of these are taking a full program, others a part-time program, and twenty nursery school teachers will be in residence the second term. In addition to these students who are taking work for credit, approximately one hundred and twenty-five teachers and administrators were on the campus for the Second Annual Curriculum Conference. During that week, over seven hundred were regularly in attendance at the all-school assemblies, which looked good in our new auditorium.

President Robert E. McConnell was in Olympia Friday and Saturday where he attended the meeting of the State Board of Education being held there.

Friday Finds
Heated Debate

The last two days of the Curriculum Conference brought forth developments which one who sat through the comparatively quiet meetings of the first three days could hardly have foreseen. During those first days of the week the visiting educators, Drs. Hopkins and Russell, seemed to have things pretty much their own way. Basing their theories upon the "new" organismic psychology, they made a plea for greater relaxation of discipline in public school methods, they minimized the importance of subject matter content in teaching. In their enthusiasm for greater spontaneity in actual classroom work they asked that teacher lesson plans be done away with, and everywhere they emphasized the autocracy of the child in the learning situation. On Thursday afternoon they struck perhaps their first really obstinate snag in the person of Mr. Trainor, who, speaking from the floor, vehemently asserted the importance of subject matter and, with certain qual-

ifications, asked that the old discipline be not cast aside entirely.

Friday morning saw the continuance of this debate in the fifth period class. Interest ran so high that the classroom would not hold the crowd, and the class was removed to the old auditorium, where Mr. Trainor clarified his position from the platform. With him on the platform and on the program were Prof. Russell, Superintendent Cone of Chelan, Prof. Stephens and Prof. Hopkins.

The last meeting of the week, held Friday afternoon, was devoted to a summary of the whole conference by Dr. Hopkins.

Whatever may have been the actual results of the conference intellectually, it is certain that it ended with the interest high in nearly every quarter. Since the interest was so high, and since the "news" of the conference lay more in what was said than in the fact that it was said, we have devoted Page 3 of this issue to a concise statement of the substance of what took place at the several meetings, and a symposium of opinion upon the meetings by several of our own faculty members. We invite you to read Page 3 with care. There is the Conference.

MACHINES CHECK
CHILD HANDICAPS

Reading and Speech Defects Diagnosed By New Methods

Within recent years, school executives and teachers are becoming increasingly aware of the relationship which exists between physiological handicaps and a child's success in certain types of school experience such as reading and speech.

Instruments are now available for school use in detecting ocular and hearing defects which may handicap children.

Through the use of the Betts ophthalmic telebinocular a variety of visual functionings may be checked: binocular, right and left eye acuity, near and far point fusion, stereopsis or depth perception, muscular imbalance, astigmatism, near and far sightedness. Studies have been made indicating that poor reading is often times associated with certain types of eye defects and ineffective visual functioning. The telebinocular has been used during the past three years in the Edison laboratory school in connection with the Reading Readiness study in the first grade, also with more mature cases of reading disability, and with all children of the elementary school as a part of the complete physical examination.

Defective speech and poor reading may be associated in cases of auditory handicapped children. Through the use of the 2-A audiometer the hearing acuity of each individual child is tested and cases of hearing loss may be scientifically checked. A 2-A audiometer was recently purchased and makes a valuable addition to the clinical apparatus now in use at our college.

These instruments are being demonstrated in courses in Reading Readiness, Remedial Reading, and Health Education, and students are given instructions and guidance in their use.

Second Foreign
Film Scheduled

Jannings Takes Leading
Role in Old-Time Thriller

The Moving Camera, the second program in the series of foreign films to be shown this summer, will be presented in the Auditorium, Friday, June 25 at 8 o'clock.

This program will present two films instead of the four or five fragments presented last week. One sequence of Hamlet, played by the Danish actress, Asta Neilsen will be given first. This version of the play was derived from Saxo Grammaticus instead of William Shakespeare. The other film should excite and interest all lovers of fine acting, for it is The Last Laugh, directed by F. W. Murnau, with Emil Jannings in the leading role.

Mr. Jannings is probably the greatest film actor who ever lived, and will remind many of us of his modern successor, Charles Laughton. The other film should be interesting, in that it presents a woman in the roll of the melancholy Prince of Denmark.

This program is titled "The Moving Camera" because these films chronicle the amazing results obtained by the men who first discovered that the camera need not be stationary, but could travel from place to place.

Students will be admitted on presentation of their Student Body Tickets, but townspeople will be charged the fee of twenty-five cents for entrance.

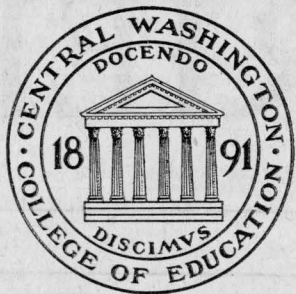
Holiday July Fifth

When July 4 falls on Sunday as it does this year, then July 5 becomes a legal holiday. Classes will, therefore, not meet on Monday, July 5, nor will the College library be open. Class work will resume on Tuesday morning, July 6.

(Continued on Last Page)

CAMPUS CRIER

PUBLISHED WEEKLY BY THE ASSOCIATED STUDENTS
of the
CENTRAL WASHINGTON COLLEGE OF EDUCATION



Entered as second class matter at the post office at Ellensburg, Washington
Telephone Advertising and News to Main 84
Alumni, Three Quarters, \$1.00

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EDITORIAL

The Campus Crier makes its appearance today for the second time in its new dress. A word about that dress may be appropriate. Several considerations prompted our reducing the paper from its old six-column spread to the present five-column. Chief among them was the belief that the smaller format is easier to read; that it fits the arm-chair better, that it is less likely to result in elbow arthritis, in shoulder meningitis, in rickets and falling hair, and general bad health. The great metropolitan dailies, of course, having no concern for the physical well-being of their readers, and representing the conservative element of the country generally, adhere to the old large sheets, which really serve better for wallpaper than for reading. For them we have nothing but tolerance and pity. We shall go our way independently and progressively, good educators that we are. Some day we may even reduce to four columns; perhaps later to three—three abreast, marching along, singing our song, progressive to the end, and very cocky. In the meantime, help us fill up our five columns with copy of merit. It is the policy of this paper that IT IS BETTER TO PRINT NOTHING THAN TO PRINT TRIPE. If you think this is tripe, give us some thing of your own.

Another consideration that helped to prompt the change was the belief that a little change now and then is a good thing. Perhaps not so much as Messrs. Hopkins and Russell advocate, but a little.

We have frequently been a bit worried by answers given us when we have asked students of high academic rating on the campus for editorials, feature stories, etc. The answers carry in tone, but most of them agree in tenor. The gist of them is that although those solicited would like very much to speak their minds on topics of their interests, they are afraid to do so. "We have to get jobs," they say. What does this mean? Is there a premium being put on agreement here? Are members of the faculty, perhaps members of the student body, contriving to make the scholma'am hypocritical even before she "goes into the field?" We should like your opinion on this. It is a thoroughly serious matter. Perhaps there should be a senatorial investigation. Write us a letter. We dedicate ourselves to the responsibility of printing it, yea, and of defending it against the forces of darkness. Wherever they are. "Thrones, Dominations, Princedoms, Virtues, Powers . . ."

PROPOSED BUDGET

Associated Students—Summer Session 1937

Estimated Receipts, Fees and Miscellaneous.....	\$ 2151.00
Estimated Expenditures:	
Building Fund.....	\$ 1,000.00
Dramatics.....	150.00
Summer Athletics.....	25.00
Entertainment.....	250.00
Social.....	511.00
General.....	\$ 45.00
Miscellaneous.....	2.50
Awards.....	17.50
Campus Crier.....	150.00
	\$ 2151.00

SPORTS PICNIC, FRIDAY AT 4 O'CLOCK

To be held at the City Park. Swimming, and other sports. A. S. B. tickets will admit you.

OPEN FORUM

(Editor's Note) The following article was written by a student as the result, or as an after effect of the Second Annual Curriculum Conference. It is my belief that there are many more students and perhaps faculty members, who have similar ideas on such conferences. Come forth with your ideas, here is your chance to unload your minds.

The Second Annual Curriculum Conference has come to a close. With the closing of this conference many students and teachers are left in a confused state of mind.

We all will agree that our curriculum as it exists today is old fashioned or behind the times. We do need a curriculum revision, but shall we go to the extremes advocated during the past week by the leaders of the curriculum conference? In the first two or three meetings, it appeared to this writer that these leaders were advocating the overthrow of the largest part of our educative processes and adopting a new theory of psychology to our educative system. Throw this out, throw away that old fashioned method, substitute this and that, but never a word of good for the present system. Such was the apparent content of some of the speeches.

Nothing is ever all good or all bad. If we did adopt a new curriculum along the line advocated last week in which we would have an activity school with the pupils doing just as they wish, I for one will venture to say that we could also find a great many weak and bad points in the new curriculum. As was said before, we must have changes, but let us be half way sensible about them and not go from one extreme to another.

So much for lambasting the Second Annual Curriculum Conference. Here are a couple of suggestions that I (as a student) wish to advance as a means of helping to revise our curriculum.

"To begin with I think we are working from the wrong end by starting our revision in the Elementary Schools. The curriculum should be revised in the school or classroom, yet we are not being trained in our preparation for teaching to capably handle this revision. So I contend that we should start our revision in our teacher training schools and then work down to the Elementary Schools."

"The other point that I can not understand is, why is it that all of our curriculum revision is placed in the hand of men with Doctors Degrees? These men study for years to obtain their Doctors Degrees, and throughout this time they are filing their brains with subject matter from books written by others with a Doctors Degree. No one will give a great

deal of serious thought to the opinions of common teachers even though in many cases I believe that these opinions would be far more valuable than some of those presented by higher ups. At least the Common Elementary or Secondary Teacher has gained almost all of their knowledge concerning the needed revisions from good old practical every day experience, which after all is the theory by which we should do all of our teaching according to our leaders of the Curriculum Conference."

REACTIONS PLUS!

Significant reactions to the recent Curriculum Conference have been a marked phenomena around the Campus since the first meeting held on June 14. Much of the discussion heard here and there among the graduate students has been of a highly controversial nature. Granted that any topic which stimulates discussion and expression from 8:00 a. m. to 10:00 p. m., seven days a week is worthy in itself; evaluation is still considered a prime requisite before acceptance of any new doctrine. Who is more qualified to question and evaluate the new educational philosophy than those directly in the field, actively engaged in teaching? But as one primary teacher asked, "Why call it something new? Why give it a new name? Haven't we for a number of years been following the child's interests and desires in primary activity work?"

Or as others asked, "How can you adjust the group to the individual child? That would mean thirty different adjustments in one room containing thirty children." "Making chronological age the main criterion for grouping children has already been tried out and found wanting. It often narrows or limits the field of mutual interest or abilities." "How can worthy results be attained if no definite goals have been set up? Planning has always been the essence of progress." "Educational research and experimentation are usually conducted under perfect or ideal situations. Are the results therefore applicable to the average public school?" "The general public is very slow to accept new and radical ideas in education. Would they not actively combat the new philosophy and refuse to pay for the necessary equipment to carry successfully?"

There is no doubt but what these questions and many others will continue to be the primary topic of conversation and discussion for many weeks to come and only by the sharing of experiences and ideas can we arrive at any definite conclusions.

—D. M. C.

Flashes from Faculty

By Bob Whitner

The library is evidently being used for something more than a dating bureau this summer. An industrious staff has been considerably busier than it was during the last year, and reports an increase in the use of the library and its facilities.

Prediction: That hereafter, certain well known educators will speak of Joe Trainor in awed and reverent whispers.

Dr. Lind is most pleased this quarter with his Junior High School Science 3 class, which is made up largely of returning teachers. They are making a study of various science text books and reading, reporting, and discussing magazine articles of scientific interest. Dr. Lind recently received an autographed copy of the second and latest edition of

"Foley's College Physics," considered one of the finest text books available on college physics. Dr. Lind's copy contains a personal acknowledgement from the author for corrections of errors and suggestions made in the methods of presenting material.

Dr. McRae reports the start of a number of good writers in his class in Imaginative Writing, and hopes to have some material for the Crier from them in a short time. These contributions will be very much worth reading, as Dr. McRae has turned out some excellent writers from his short story classes in the past.

Wanted: More beginners in the golf class; also one more softball team. Clubs are furnished for golf; excellent diamonds and good equipment for soft ball. See Coach Nicholson.

MEDITATIONS OF A GRAD

To one who has for some time been absent from the campus there are many improvements noticeable, so many in fact, that a returning grad often wonders whether or not he came to the right address.

This feeling, however, only lasts until he has had time to walk about the grounds a short while and recall many old familiar landmarks as well as sense the considerate, helpful, and friendly attitude of the faculty and students, and then we realize that we are of a certainty in the right place despite the elaborate new buildings and strange names among

the faculty members.

One could not feel a stranger in Ellensburg as long as we have Mr. Whitney, Mr. Smyser, Mr. Hinch, and several others who have long been a part of this school, to greet us when we return. Also the water sprinklers still spray the sidewalk and miss the grass which is an old established custom here and helps to make us feel at home.

A lot of fellows who back in 1929 said the sky was the limit are now finding it difficult to get above the cellar ceiling.

"WAS YO DERE?"
ASK DUSKY PAIR

(Editor's Note: We have heard much criticism of the Curriculum Conference, but none of it has approached this intrenchment utterance and in satire. It was written by a student.)

AMOS AND ANDY LISTEN IN
Amos: Dat was a mighty fine fish-fry last week. Lots of folks dere, but Andy, did you figure out what de mens was a-sayin'?

Andy: Oh sho, sho. You heah what dat big doctah from Columbum was a-sayin'.

Amos: Yah, dat udah fellah too% he talk about readin' de funny papahs. But jes what was de odah stuff they was talkin' about?

Andy: Yo-all heah what dey was talkin' about. Dey's expotulatin' about syrology. Mighty fine talker dat Columbum doctah—most as good as de Kingfish when he gits warmed up. He talk about mechanic's sychrology but dat outa date now. Jes like a Model T Ford.

Amos: Dat's all right, but what day mean by dat orgen syrology?

Andy: Oh dat jes mean when de chile goes to school he's all dere, entirely, in pusion. Dat big Professah frum Moscow, he say dat de teachah can't look at no book and she can't put no chilluns nose in de book. Dey don't have no readin' ritin' rithmetic, dey's jus 'sperince wif great big blocks and dey calls it intergashun. De chilluns mess 'round wif what dey likes and is so happy.

Amos: Why! I nevah heard tell of sech a thing.

Andy: Yah heah dat Profesah from Moscow say to teach de chilluns to read de funny papahs so den day kin read it to der pappies?

Amos: I guess I jes can't git what dey mean by syrology and intergashun.

Andy: Oh sho, yuh could if yuh could read. Jes git yo'self a book. Dat book what dat Columbum doctah rit, he sez sumthin' about deys innerahs and outahs in the chillun's brains and when dey bof git 'apoppin' you got sumpin'.

Amos: Sometimes I think yo all talk foolishness.

Andy: Wait a minnit, I splains it to yuh. It's like dis, Amos, when de chilluns is out of de school day's a-wishin' dey was in, 'cus when dey is in dey is doin what dey would be doin if dey wuz out.

Amos: Well I nevah heah of sech a school—is dey sech a thing?

Andy: Oh sho, sho, dey calls it Lincolum School. I spect Mistah Lincolum start dat school cus he nevah got much schoolin' when he was a little boy. De chilluns like dis school so much dat dey nevah grow up, when dey gits too big foh de seats dey moves right into Columbum. Den dey gits to be great big syrologists. Dat doctah, he say dat dere ain't nobody lazy. Dey only seems lazy cus der innahs and outahs ain't been exposed in de same direkshun.

Amos: Well, dat sound good but jes what yo mean, a man is a syrologist?

Andy: Oh dey's sumpin' like folks but dey more like preachahs. Dey likes to travel 'round and shake peoples hands and tell 'em what to do, cus dey knows EVERYTHIN' 'bout EVERYTHIN'.

Amos: Well, mebbe dat's all right—but I'SE got work to do. Ruby say she want sum new fixins for de baby. So long, Andy. I sho' think yo-all talkin powerful foolishness. . . .

If Texas Christian University's "Beau Ugly," Joe Frederick, keeps making newspapers regularly with his challenges that "I'm the ugliest college man in Texas," he's likely to end up in the movies. Recently Joe spoke on the "We the People" program over a national radio network.

Under influence of the collegiate atmosphere, a watchmaker who has his shop near the campus of Temple University hung this sign out: "EXPERT WATCH REPAIRING."

This scene was in a local beauty shop. A middle aged woman was having her eyebrows plucked. "Give them a high arch," she said to the operator, "I am at the stage where that's the only thing which will make me look surprised."—Minneapolis Messenger.

If some men spoke the truth and nothing but the truth they would have to keep silent most of the time.

Moore Reviews Conference; Faculty Comments

A FOREWORD

Among professional educators, conferences on curriculum problems make news. News was made at the Central Washington College of Education last week by a Curriculum Conference at which the chief speakers were Prof. L. T. Hopkins of Columbia University, Teachers College, and Prof. R. D. Russell of the University of Idaho. Following is an objective account of the progress of this Conference by Miss Jennie Moore of the College Training School; and a symposium of opinion made up of contributions from members of the different departments of Education, Music, History and Language and Literature. When these writers were requested for contributions, they were asked to make them straightforward and honest; they were told, in short, to write exactly what they thought. This is in line with our editorial policy, which is to encourage the free expression of opinion on all matters, with nothing tabu; and we believe it is in line with the best hopes for progress in matters intellectual, which can only prosper in atmosphere that is free from all restraint.—D. E. M.

By Jennie Moore

Time marches on. But not before hundreds of executives and teachers participating in the second Summer Curriculum Conference held at the Central Washington College of Education on June 14 to 18 faced new ideas, new challenges, new responsibilities. The amount of activity, intellectual and emotional, manifested by those challenged shook the usual collegiate calm to a degree amazing even to those hurled into action by the impact of a philosophy and a psychology attuned to social change in the American democracy of today.

Dr. Hopkins in Foundations of Curriculum Making on Monday stated that since life and living were changing constantly, the curriculum composed of the child's experiences must change constantly. It must be handled by teachers who live richly, it must discard learning situations which the child cannot encompass in a normal way, and it must permit children's dealing with their problems by a democratic method. The function of the school is to help the child adjust to all factors in his living intelligently so that he remains a balanced personality. Only through the development of that type of individual can the problems of a democracy be solved intelligently.

On Tuesday Dr. Russell spoke on Integration: Meaning and Achievement. Human behavior as a whole rather than as a composite of the parts treated by the atomistic theories of psychology constitutes the basis for integration. Living consists of inter-activity between the individual and his environment involving a succession of experiences. Wholeness of experience or integration includes emotion and thinking as well as motor activity. But much school practice disintegrates experience. Learning to spell a number of words is an atomistic attack: the control of experiences with accompanying mastery of the spelling of necessary words should be the goal. Labeling courses as Creative English or Creative Art is unwise since any course in which students think is creative. The achievement of integration in curriculum construction lies in the evolving of units of experience by children with teacher guidance. That term is preferable to units of interest or units of activity because it emphasizes all phases of inter-activity between the learner and the outside world.

In response to questions from the floor, the point was made that a teacher's plan must have for its purpose the developing of planners.

Another challenging statement was that dumbness is not a quality of the individual but a quality of the degree with which an individual can deal creatively in specific areas. Dr. Hopkins believes that in the areas dealing with social adjustments all children must be helped to work creatively.

The Emerging School Curriculum was presented by Miss Hebel. Since the curriculum grows out of the child's experiences, it consists of situations in which the child behaves as a whole because he is helped to establish his own purposes and values. His subject-matter learnings are acquired in relation to experiences which meet his interests, needs, and abilities. He develops through both direct and vicarious experiencing in the natural and social environment with his areas of interest broadening from the home, school, and neighborhood in the primary grades to major social functions and processes found in the entire world. Through the child's organization of his experiences comes his inter-relating of learnings. The danger of forcing relationships from outside was mentioned; the learner only can carry on that process.

In the emerging curriculum the points of emphasis are: physical and emotional health, critical reflective thinking, creative endeavor. The curriculum is moving from the set, static to the flexible, dynamic type; from teacher or subject-matter expert planned; from subject-matter emphasis to developing child personality in all life relationships; from isolated subjects to integration of learning fields by the learner; from facts set out to be learned to understandings developed by child from his own experiences; from described to direct experiences. Through such a curriculum the child learns by participation how to participate with increasing effectiveness on successively higher levels.

Dr. Hopkins made clear his point of view relative to certain aspects of the emerging curriculum on Thursday.

1. We should distinguish between correlation which starts with subject-matter and integration which is the process by which the child builds his own relationships.

2. Teachers work on the assumption that the child takes a number of aspects of experiencing and builds them into a generalization. The contrary is true. The child begins with generalization and refines his meanings out from that center.

3. Mastery of learnings is conditional by the way in which anything comes into experience. If it comes in a vital functional manner, it is mastered without artificial aids.

4. All media of expression which people employ to communicate ideas to others should be used by children. They must learn the skills necessary to express themselves because the foundation for adjusting themselves to living is better balanced when they possess many skills.

5. Every unit of experience does not carry with it all kinds of subject-matter.

6. Art and aesthetics are found in all living. Art is the expression side of the experience. Aesthetics represents the receiving end of the art expression. While the individual expresses, he combines the two.

Following this summary, a panel of speakers under the leadership of Dr. Russell discussed the emerging secondary curriculum. The trend toward closer relations between living and learning situations in school is good. Mr. Kennedy and Mr. King of the State Department of Education and Dr. Draper of the University of Washington think that the high school should move in the direction of functioning areas and should cease to cling to "a crazy quilt of subject-matter." Mr. Thompson, junior high school supervisor of C. W. C. E., favors making extra-curricular activities curricular and more teacher activity in the task of breaking down subject barriers.

On Friday Dr. Hopkins met several challenges issued during the week by explaining the basis of the psychological viewpoint that underlies the new curriculum. He marshalled evidence from anthropology, biology, medicine, philosophy, and psychology to substantiate his thesis and defend it in masterly fashion. Organismic psychology is the oldest psychology known to man because it deals with individuals grappling with their environment. In the light of this psychology groups of questions submitted by participants were considered. Present school practice must be greatly changed if the whole individual is to be developed. His parting admonition was that teachers deal with the larger problems of acquiring the new point of view, of living with children, of bringing in vital areas of experience, of guiding pupils through those, and helping them lift out those values meaningful to them. Through such processes will the new curriculum emerge.

The questions raised by the title of this article are being answered by each and every one in the light of his own experiences, goals and preferences. Those who relish change, who can shift their goals, and who can revise their preferences admit there is an emerging curriculum. Those who cling to the status quo, set stationary goals, and find their preferences too precious to discard, abide by the curriculum that has emerged.

But what about the boys and girls, the primary consideration in this curriculum problem? Keenly sensitive to living as a whole, eager for the new, fearless in the matter of controversial issues, comparatively unbiased in their judgments, they make impossible the submerging of the curriculum in a sea of words and inaction. In them rests the dynamic factor that that cannot be ignored. Curriculum revision in the light of that factor was the basic theme throughout the conference.

Faculty Comment

By Amanda Hebel
Education Department

The curriculum conference is too near to us in experience to be evaluated objectively. The opinions here given are personal observations regarding possible outcomes which we might hopefully expect.

Teachers of experience and teachers in anticipation, superintendents from cities and counties of our state, principals, supervisors, and members of our college staff participated as interested listeners and in active discussion.

Each of us came with a different background of experience and with a stock of attitudes, understandings, and convictions regarding educational values which had been built from our past experiences. We accepted in whole or in part or completely rejected the ideas presented in the discussion on the basis of this experience. We agreed or disagreed depending upon the ways in which the ideas of the speaker or discussion leader fitted into our patterns of thought. Some of us may be stirred to do further investigating to verify or clarify our thinking on points of issue.

To the extent that the conference has stimulated an inclination towards critical inquiry and evaluation of the curriculum of the past and prompted more intelligent consideration of the educative experiences which are to make up the curriculum of the boys and girls who are in our schools at the present time, to that extent will the conference have outcomes of real value.

Some of us who were inclined to think that there was little that was startling or new included in the discussion have upon second thought discovered that familiar principles were interpreted in new ways. Ideas which we might have considered relatively unimportant have been re-stated in such form as to emphasize their significance. Those of us who partici-

pated in the discussion found that there was need of carefully considering our points of view before presenting them to others and thus our own thinking was clarified.

If we have been stirred to evaluate our ways of doing because of the challenge which came from sharing in the discussions of this conference, then we have learned and the students in our college of education and the children in our elementary schools will profit by this learning.

Some of the immediate outcomes of the conference were in evidence when many visiting superintendents and teachers came to the laboratory school to see how theories which were discussed at the meeting are being carried out in practice.

The questions asked by these visitors indicated that leaders of education in our state have a live interest in improving the curriculum and making school experience a vital and dynamic force in the education of boys and girls.

By Joseph C. Trainor
EDUCATION DEPARTMENT

The problems which plague education represent but a phase of the more general picture of a society beset with problems of many kinds. Education has always played an important part in the dynamics of civilizations and its role is no less vital today. It is important that educators have a clear understanding of what is most worthy of teaching, how best the teaching may be accomplished and in what directions a healthy progress seems to lie.

The solution of problems in education demands thinking of the most rigorous type. There is no room for pseudo-science, for half-truth or for infantile emotionalism. The stakes are too great. It is conceivable that loose thinking on the part of educators, translated into premature action, might operate so to disturb social equilibriums as to be considered a menace. The responsibilities of the educator require that he proceed with caution in his thinking.

Our College has been subjected to a week of wisdom from the higher places. Teacher's College at Columbia University is a ranking institution in education and for some time has been a recognized leader. Let us examine the wisdom we have received.

By means of Organismic Psychology we are asked to remake the school; automatically build integrated children free from maladjustments of all kinds; take to ourselves a 'philosophy of life,' a religion, a complete understanding of art, music, ethics, values, etc. Insanity we will understand to be Cartesian dualism; Plato was an organismic psychologist, although he didn't understand it clearly; knowledge is excess baggage and democracy is clearly explained in a sentence. In fact it would seem that there is no ailment, mental or emotional, which cannot be cured by rubbing in the organismic liniment.

To anybody with a modicum of education (in the richer meaning of the term) such stuff as was peddled from the platform during the past week is verbal nonsense. Bears may sleep the winter thru on the food they have stuffed into themselves, but survival of any kind cannot be brought about on a diet of wind.

Further than this, we were subjected to this nonsense upon the assumption of the speaker from New York City that we in this Northwest wilderness are in the rut and need to have our souls washed by the Message. The frank confession that the whole series of lectures was directed at sinners in the backwoods who would see the light eventually was an insult to the institution, the administration which runs it, the staff it maintains and to the educational system of the State of Washington.

To Teacher's College let us answer in no uncertain terms. Our college has conceived its responsibility in education as being that of contributing to educational progress by growing in the light of the problems at hand. Our training school is not concerned with making the next generation incipient Utopians. It is concerned with finding and putting into practice more efficient methods for accomplishing the recognized functions of education. It is concerned with the development of the child in all his aspects, but the point of departure is that reliable knowledge of child nature which we now have in our possession. Insofar as our college contributes to educational theory it maintains the position that the criteria of rigorous thinking are as pertinent to educational theory as they are to theory in any other field and

that there must be maintained a healthy relationship between our ideas and the realities with which those ideas are concerned.

Let us say to Teacher's College and let our answer strike home: "We are not in the rut and we do not need to be saved. We are not sinners and we will not roll in the aisles. We are ready with eager minds to receive what knowledge there may be which has not yet come our way. Our progressivism and our position of leadership demand that we fulfill our trust worthily. We believe that we can best perform our function in education by growing knowledge. We can do only harm by succumbing to deliberate evangelism."

By Vernon Carstensen

During the course of the Curriculum Conference the guest speakers, without apparent reluctance destroyed most of the accepted procedures and technics of teaching, they assailed as meaningless old methods of evaluating educational achievement, and, indeed, they all but abolished the curriculum itself. The basis for this sweeping and sometimes thunderous attack seemed to be twofold. First, the guest speakers were convinced certain "fundamental" changes are taking place in society; secondly, the organismic psychology was presented as the ultimate psychology, the psychology which was to give the final solution to the intricate business of education. Whether the unreserved acceptance of the organismic psychology idea is warranted should be left to qualified psychologists to determine, but I should like to raise certain questions with reference to the assumption that "fundamental" changes are taking place in society and that education should be modified to meet them.

That change is a common phenomenon of life no one will deny. Even Adam and Eve, as Mr. Barto points out, must have recognized the fact of change when they were escorted out of the Garden. But what is the nature of this change? Is it fundamental or is it superficial? If it is fundamental, in what direction is it taking us? On these points the speakers did not enlighten us, forgetting, perhaps, Lincoln's remark that if we can know where we are and whither we are going we will better know what to do

and how to do it. Surely if we base our education on "fundamental" change we ought to know something of the nature of that change. A host of students of society give us answer with reference to the direction of social change, but unfortunately for our desire for certainty, they do not agree. Spengler and Sorokin, for example, see present social change as the decay of a culture which has spent itself. If it is this change that the speakers were thinking about, then their position is untenable for the soul of our culture is dead—not to be revived by the palsied efforts of *homo pedagogus*. At the other extreme are the men of the ilk of H. G. Wells who accept the gospel of progress, and see all change as improvement. The middle ground is occupied by a host of scholars each with his own analysis and explanation of what is taking place. No man has yet shown definitely and clearly the nature of the "fundamental" social changes. But unless the nature of social change and the direction of this change is known, the education devised specifically to meet it will be a sorry piece of work. The makers of the new education will be in much the same position as that of the man who is searching in a dark room for a black cat which is not there.

But the advocates of the new education did not contend that they knew the nature of the change which is taking place in society. It was not their business to know. Pupil-interest, we were told, was to determine the "experience" which the youngster secured in school. Thus from the teacher to the pupil, from the adult to the child would be shifted the responsibility for determining what the child is to learn. Stated thus crudely it would seem that the program advocated by the guest speakers implied a denial of the value of the accumulated experience of the race. Thus we would allow a youngster, out of the abundant wisdom of his ten years, to determine "what he shall study and when and how he shall do it." Is it pertinent or impertinent to suggest at this point that the reform schools and prisons are filled with boys and girls, men and women who were allowed to determine the direction of their interests and to follow them out—at least to a certain extent.

(Continued on page 4)

FACULTY COMMENTS
CONTINUEDBy A. J. Mathews
English Department

The function of the mind is to be clarified.—Confucius.

The theme of the remarks I shall make is this: that very few of the remarks set forth by the eminent educators who led last week's conference can be taken seriously. From some notes I took at the time I adduce evidence in support of that theme. The naivete of the following statements is surpassed by the messianic bump-tiousness with which they were uttered.

1. Art is expressing anything.
2. Religion is just the depth to which you believe anything.
3. Mind is an aggregate of meanings functioning in a life situation. That is all it is.
4. Insanity is just falling back into the old Cartesian dualism.
5. There is no such thing as laziness.

This is enough. When you get such statements isolated this way you can see what is in them. Serious thinkers would, no doubt, be pleased if the great problem of art, religion and the mind could thus easily be settled. But they can not. And those who have actually read Descartes will be surprised to find that instead of being one of the world's great thinkers he was just insane.

The admissions made in the closing five minutes of the last meeting on Friday vitiated the very few thing worthy of consideration which may have been said during the week. Professor Hopkins came clear, as he should have done to begin with on Monday, and admitted that his whole motive was evangelical, that he came to bring the light to us "out here" (implying outer darkness), that we were "in a rut" which it was his business to uplift us out of, that when his message came (and he had no doubt that it would come) it would come as a revelation, like a light, and "whiten your souls."

Now! now! now!! Aside from whatever prose truth may lie imbedded in such statements, anyone with any interest in intellectual matters at all knows that the messianic impulse has no place in reasonable discussion, such as a curriculum conference certainly ought to afford. Religion is not one of the intellectual pursuits. Religion (which Dr. Hopkins, who was taking his cue no doubt from our communistic prophet Dr. Dewey, or perhaps one of the lesser disciples, defined as "nothing but just the depth to which you believe anything" — anything, mind you). Religion, I say, belongs among the arts. And yet it seems to be "integrated" (since there is a trend toward destroying all distinctions the great thinkers since Confucius have labored to set up)—"integrated" into the social sciences. This may happen in the "integrated" school, but it will never happen in life. Religion, where it exists, just doesn't work that way.

At any rate, Dr. Hopkins' evangelism is badly misplaced in the serious business of deciding what is to be taught in school; but it should serve at least to make serious-minded people wary of his notions.

By Hartley Snyder
Music Department

One's impression of the curriculum conference, of course, is colored by one's point of view. The modern conception of Music Education is based upon the psychological foundations and the philosophy advanced by Dr. Hopkins and Dr. Russell. The fact that music is of functional value in life is perhaps the most basic point stressed. Music is looked upon by many as a subject to be enjoyed only by the intellectual and those gifted with special talents. This point of view is not comparable with modern practices in our public schools. Dr. Hopkins' statement that the life situations set up in the modern school for boys and girls need not drag music into every situation is a joy to those music teachers wishing to teach the aesthetic values of the art. All music can be integrated with life but not all life with music.

Dr. Hopkins pointed out clearly the difference between art and aesthetic values. Art, he said, is a vehicle for conveying ideas; this expression may be in the form of any of the arts. The aesthetic value is derived by the individual through the conveyance of these ideas and feelings.

The fact that true learning is the discovery, by the individual, of values

which have meaning for him places a responsibility upon the teacher. All teaching must then be creative. The teacher must be able to guide the child at all times. He must be able to suggest worthwhile sources and materials for helping the child solve his own problems. This requires the teacher to know his subject matter better than when he taught subject matter in a logical sequence to the child.

Whatever our point of view, I think each of us gained by evaluating his teaching procedures in terms of his philosophy. "Practice what we preach" should be our goal.

By E. E. Samuelson
EDUCATION DEPARTMENT

The Second Annual Curriculum Conference is a matter of history; the visiting instructors have left the campus to help conduct curriculum conferences on other college campuses and the visiting superintendents and supervisors have departed for other destinations. Though the conference sessions are over, so much interest and controversy was aroused that it will require several days for college activities to resume their normal tempo.

The value of group meetings of this sort may very well be indicated by the amount of interest aroused. The morning and afternoon meetings were all well attended throughout the entire week. Controversial issues were projected into discussion during the sessions and outside of the sessions wherever groups of students, faculty members or superintendents congregated. Classwork was motivated for many students who wished to clarify their own thinking on issues concerning which they held opposing points of view or on which they were somewhat vague or uncertain. Even those of us who were somewhat unsympathetic with the arguments presented and who deplored the techniques of presentation employed profited a great deal in the process of taking issue with the platform speaker for it caused a refinement of argument which leads toward clearer, more rational thinking.

It is more or less commonplace that conferences as a general rule never really SETTLE anything. Thus, if students or visitors came to the meetings to learn HOW TO TEACH and WHAT TO TEACH by rule of thumb procedure, they probably went away disappointed. No shortcut around serious study and intelligent thinking was presented and the state of the curriculum is perhaps as much "unsettled" as it was before the meetings began. However, it is undoubtedly a healthy sign that so many individuals of widely divergent interests and points of view can employ the conference technique to better understand one another and to work cooperatively in the solution of a common problem.

It may well be deplored that persons with contradictory points of view failed to understand one another and that at the end of the conference these differences were still unresolved. More time spent in defining and clarifying basic assumptions would have helped, undoubtedly. But no one can honestly deny the importance of the conference theme and its pertinence to each individual participant. The truth is we are all of us educators in the sense that we are all concerned with the utilization of the accumulated experience of the human race in the day-by-day development of boys and girls. What experiences to select and how to utilize them is the point in question; and while we may never hope to permanently solve these perplexing problems, we do profit greatly by continuously attempting to refine procedures and to clarify goals.

Scientists say there are more than 3,000 species of ants in the world. And delegates from every tribe were present at the last picnic we attended

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PRIMARY LEADERS
CONFER MONDAY

Members of the primary curriculum committee held a series of conferences on Monday and Tuesday in the Edison building in response to an invitation sent out by Miss Amanda Hebel, general chairman.

The sub-committee on health worked out tentative plans for a complete health program to include the organization of health services for young children through the co-ordination of educational, medical, and public health workers. Some suggestions for standards for the environment in the Kindergarten and primary classroom were also presented. Work on the environment standards will be continued by a special committee which includes Miss Clara Meisner of Central College and Miss Helen B. Reynolds, Director of Primary Education in Seattle.

Among the guests attending the committee meetings were: Mr. Herbert G. Heath, Chairman of the Health Committee and Superintendent of schools at Woodland; Mrs. Adelle Allen Oliver, County Superintendent, and Mrs. Kate Adair, teacher, in Grays Harbor County; Miss Ruth Mountjoy, County Nurse, Goldendale; Miss Alice Brakel, Nurse at Kennewick; Mr. L. P. Brown, Superintendent of Schools, Olympia; Miss Sarah Martin, Primary Supervisor, Vancouver, Mr. King, High School Supervisor, State Department of Education; Mr. Ivan Nelson, Superintendent of Schools, Washougal; Miss Clara Meisner, Mrs. Pearl Jones, and Miss Alice Stolz of the Central Washington College staff.

On Tuesday noon the visitors met members of the Training School staff at a luncheon in the faculty dining room. The luncheon was arranged by the primary teachers and supervisors of Central Washington College of Education.

STUDENTS GREET
TARDY HYAKEMS

Old grads back on the campus may be asking why the Hyakems are coming out summer quarter this year and there is but one answer, i. e., they are late!

According to Mr. Hogue, faculty advisor for the book, the staff has no apologies to offer since their work was completed remarkably early and has never been done with greater dispatch. However, the engraving company and printers did delay us until it was found impossible to get the book out on time so plenty of time thereafter was consumed in order that no additional expense in the form of overtime was not charged up.

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WPA NURSERY SCHOOL
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The nursery school is being continued this summer with Mrs. Cleland as assistant of Mrs. Carstensen.

There are twenty children attending between the ages of two and four and one-half. Nine of these are not yet three years of age.

The children come to school at 9 o'clock and remain until 3:15. They have an active play period, outside whenever possible. Their quiet play period is indoors and the children point, look at books, or play with dolls. They receive their mid-day lunch and sleep for about two hours every afternoon. While there are many nursery schools which do not give the eating and sleeping situations and which are doing good work, technically it cannot be called a nursery school unless these situations are given and certainly it is of immeasurable benefit to the children.

Many people ask, "What are you teaching the children? There is no reading, or writing, or other activities commonly found in schools."

The Nursery school aims to teach three things: first, to teach the children to take care of themselves, as far as maturity will allow, in routine habits. That is, in their toiletting, washing, eating, sleeping, and removal of wraps. Second, it teaches each child to get along with other children and adults. This involves taking turns, respecting other people's property and letting other children take from them what they have. Thirdly, it teaches the child to play—not with others especially, but by himself. To keep happy and busy on his own. The teacher stays out of the picture. The child learns to use the equipment.

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FIRST TERM A UNIT FOR ALL

Class record cards were placed in the hands of faculty members last Friday. Each card calls for the amount of credit to be earned the first term. Faculty members will make a unit of the first six weeks of work, giving such examinations as may be deemed necessary, although no examination schedule will be announced. At the close of the first term, July 16, the grade cards will be filed in the Registrar's office with the quality grade and new cards issued for the second term.

Students who plan to remain for the second term, beginning July 19, and whose study programs have not been completed are asked to consult with the Registrar well in advance of the close of the first term.

guide. They learn by experience or imitation.

Visitors are very welcome at the nursery school. In order to see the school as it really is; enter quietly and unobtrusively. "The best observer is the one who most resembles a piece of furniture."

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THE FINE ARTS

FIRST OF FOREIGN FILMS MUCH ENJOYED

By RUSSELL W. LEMKE

It was interesting for us to view on Thursday evening the animated-picture beginnings of cinematographic development. The Modern Art Film Library series is to be continued this Friday evening with THE LAST LAUGH and HAMLET. These illustrations of film development should stimulate critical consideration of the moving pictures.

Our Library series, The Film in Germany, began with Skladonowsky's primitive pictures of 1896. At this same time Edison in America and Lumiere in France were making just such beginnings. An Edison original of 1895 is titled the EXECUTION OF MARY QUEEN OF SCOTS. Interest in this type of motion picture was waning when, in 1903, an Edison cameraman introduced new ideas in two films known as THE LIFE OF AN AMERICAN FIREMAN and THE GREAT TRAIN ROBBERY. A tarpaper covered shack built in 1905 by the Edison moving picture studio. Here as elsewhere only short one- and two-reel pictures were made until 1912.

There was a rapid development of the industry from 1911 to 1914 with the most sensational work coming from Europe. In 1913 Italy contributed the successful eight-reel picture QUO VADIS. European producers have always exerted a stimulating influence on the cinema except during the interim of the world war, at which time Hollywood became the producing center.

Two of the early German pictures



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which we saw Thursday evening, DON JUAN'S WEDDING and MISUNDERSTOOD, used the "well-made" formula that does not search far below the surface of human actions. Many of our modern "well-made" movies have given us no better plot development. We are encouraged, however, when we remember that in stage drama the play of ideas developed directly from the "well-made" play formula. We hope that producers may some day give us many films on social and economic problems not vitiated by propaganda or by mawkish romanticism.

In the two pictures mentioned above we were most interested in acting technique. Pantomime was an independent art until 1900 and even later, and it was natural that its principles should have been used in the purely visual movies. It was interesting to see how every passing emotion was portrayed by bodily expression. The elocutionary method of the day called for considerable standardization of these expressions. Actors were extroverts—they told all and showed all, and they told it directly to the audience. The Germans later developed a slow, ponderous acting technique designed to reveal inner emotions. Examples of this technique are found in Emile Janning's pictures, many of which have been seen in America. Janning's style of acting has not greatly pleased the American temperament.

The art of lighting has been the slowest of theatre techniques to develop and as it is natural that the early motion picture should lack effectiveness in this respect. The faces of actors appear blank because of the indiscriminate use of light. In several instances makeup reflected glaring lights and in almost every case the eyes were treated badly. Makeup and costuming of the time were matters of guess work with very little concern over the results. Gradually this attitude changed with the criticisms received from the legitimate theatre and drama critics, until today makeup artists with their superior paints and knowledge of the effects of light on color have made these two fields established arts.

The high point of the first series from the Modern Art Film Library was THE CABINET OF DR. CALIGARI. Here we find fantasy and expressionism of the somber tone common to Continental writers, and yet, as befits the story, the treatment is very often delightfully insane. The curious compactly painted village backing for the carnival, the clerk's high stool, the doctors bent over the diary, and the antics of the asylum inmates were welcome bits. The whole was remarkably gripping in spite of the lack of sound to which we have become so accustomed.

Aside from the ingenuity of the story the most interesting feature of the film was the scenic background. The artists of THE CABINET OF DR. CALIGARI seem to have done a nearly perfect job in the use of expressionistic art, which was so popular when the picture was filmed.

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TO DRAMATIZE POEM

Mr. Mathews' long poem "Deeper Than Atlanta" is being dramatized—or perhaps the word should be balletized—by Mr. Lembke of the drama department. Mr. Mathews is collaborating with Mr. Lembke, and they hope to get a graphic, colorful account ready for production sometime this summer.

The poem is an elegy on the death of Huey Long, but it goes beyond the man and gives the reader a full, rich picture of the South at the time of his death.

The production planned by Mr. Lembke and Mr. Mathews will be a combination of dancing, acting, and verse-speaking choir. Quite a number of people who are interested in the various entertainments are taking parts in the production, and every one is convinced that "Deeper Than Atlanta" is going to be something to conjure with.

ART 73 POPULAR

Twenty members of the Art 73 Photography class are getting some first lessons in developing and printing early this quarter in hopes that some real pictures may be the outcome of the seasons work.

There are three snow prints hanging in the hall of the Arts building which show considerable skill and demonstrate that photography ranks well up among the arts. These prints were taken by beginning students during last winter quarter.

Moving pictures have failed in the field of expressionistic drama except in this one attempt. Fantasy, too, has only been successful in the cartoons. THE CABINET OF DR. CALIGARI may represent a isolated picture type, just as BEGGAR ON HORSEBACK, THE ADDING MACHINE, PROCESSIONAL, and other plays may be exceptional types of stage literature. The feeling persists, however, that producers will, in the future, apply this form of stylization and expressionism not only to scenic design but to acting, lighting, and plot structure as well.

The Museum of Modern Art Film Library under the direction of John Hay Whitney provides us with fine material for speculation with respect to future moving picture materials, forms, and treatments. Certainly we hope for an abundance of bold experimentation.

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Sunday - Monday - Tuesday

"MOUNTAIN MUSIC"

WEDNESDAY ONLY

LUCK NIGHT

DOUBLE FEATURE

"IN HIS STEPS"

—and—

"CAPTAIN CALAMITY"

SUE LOMBARD

Louise Hartwell, frosh flash, has been having a time keeping Sammie and home so she can do a little eye goggling at poor Stedham and Parker.

Lydia Dekker is now single, boys, and is just waiting for a phone call. Sue Lombard, room 273.

Latest heart throb from Sue is our own Bennie Bergman.

The rain kept raining Monday night, but Cruttenden, Stokvis, Brown and Roberts went to the carnival. From all reports we'd all better go down.

Lillian Shinn is going home this week end to Naches for her parents' silver wedding anniversary. Guess they wanted all the trophies there.

Virginia Sanger spent one fine week end at home in Seattle. Howard was there, incidentally—or maybe on purpose.

Myrtle Brown went to Seattle to bring back Alice McDonald, 1936 grad, who is cadeting in Seattle. Alice is in summer school here.

Peggy Dawson's parents and young brother were here for the week-end.

Marie Dreaney, Elsabelle Cruttenden, Jean McDonald and Ruth Eldredge were in Seattle over the week-end. They report "Excellent weather for a duck."

It was a pretty quiet week-end around here, what with only half the radios going, and Kidder and Chiotti pretty soft on the serenading.

But how should I know what happened? I, too, went home for the week-end.

"If I had, I wouldn't have survived as long as I have. Why, do you know how long I've been at this game? Ever since 1924. And for four years before that on a vaudeville paper."

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THE OLD CORRAL

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NIGHT MUST FALL

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and Rosalind Russell

WEDNESDAY

SILVER NIGHT

—and—

DOUBLE FEATURE

"TWO WISE MAIDS"
with Alison Skipworth
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—and—

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GEOLOGICAL BULLETIN

Central Washington College of
Education

Ellensburg, Washington

Vol. II, No. 9

June 15, 1937

Miss Sadie McFadden is one of the few summer school students who remembered to bring along the fossil found last school year. The specimen in question is a portion of a Douglas fir log found 60 feet below the surface at the Bonneville Dam site. The wood is dark and heavy and to the naked eye very like walnut.

The newspapers have just carried an account of large bone (evidently Pleistocene elephant) fragments found in a road cut between Kahlotus and Connell.

At Marlin last month W. C. Dashiell presented us with four rabbit bones taken from the cemetery gravel pit southwest of town. The bones, tibia, femur, pelvis and sacrum, belong to a single hind leg assembly and were found some 20 feet below the surface. Age Pleistocene of about 25 thousand years ago.

Mr. Dashiell also told us of some petrified bones in the neighborhood of Othello which he located forty-five years ago. As a boy Mr. Dashiell rode the round-up out of the Pole Corral on Crab Creek and encountered the bones. Incidentally, in my own boyhood he was known as the best rider in the Columbia Basin.

Bill Woods of Redmond has notified us of a new (Eocene) fossil leaf locality found near that town.

Dr. H. C. Dake of the Mineralogist has sent in for review a specimen of something akin to redwood as found in the vicinity of Roosevelt. Petrified and possible age late Tertiary.

Mrs. G. W. Matthews and a group of students and adults from Ephrata visited the Ginkgo Forest May 24th.

Joe Price of Ellensburg has reported the finding of a fossil skull and horns near Ellensburg. It is probable that the specimen represents a big horn sheep of Pleistocene age.

With the cooperation of the Ginkgo camp and the local chamber of Commerce a display was taken to the Sportsmen Show at Spokane last month. A variety of our animal fossils from the Columbia Basin were featured. We take this opportunity to thank the various people who helped in the project and especially Mr. Thos. Large and other Spokane citizens.

Revitt's buffalo from Crab Creek is not the exact counterpart of the specimens we have found in the Columbia Basin, apparently. It is smaller than the Quincy Flats animals and seems to depart from the smaller buffalo of Lind Coulee. The shanks of the Revitt buffalo are notably short and the horn cores small. The skeleton probably represents a female approximating the modern plains buffalo in character.

"The Life of a Fossil Hunter" by Chas Sternberg tells of the earliest fossil collecting in the Pacific Northwest. Almost a hundred pages are devoted to the work of the author at Fossil Lake and Turtle Cove in Oregon. Only incidentally does he mention the winter's collecting at Pine Creek near the Idaho boundary in Washington. The book is out of print and difficult to obtain but very worth the time of the amateur geologist.

A letter from Louis Wapato of Manson gives valuable sidelights on the occurrence of mammal bones in the prehistoric campsites along the Columbia River. The bones of animals of the chase were taboo among the men of the tribe according to Wapato, and were used as food mainly by old women. They were sometimes cached away until needed, much as dogs bury a bone. At other times they were dried on racks along with strips of flesh and in this condition carried along as emergency food on long trips. Soup was made from these bones and they were broken open for the marrow. These factors must be taken into consideration when trying to establish the fauna of the Columbia at the time of a given campsite.

For twenty years now Louis Wapato has been patiently answering my letters concerning the life of the (his) primitive Indians of the Columbia River until his replies have built up a considerable mass of manuscript material. It is my hope that it may all be published in due time and many thanks are owing to this old University classmate of mine.

A letter from Mr. C. A. Harding of Seattle reopens the question of Pleistocene man on the Columbia River. All the evidence seen at Vantage suggests post-Wisconsin time. Our so-called "Warden man" of Lind Coulee is associated with evidence buried under twelve feet of a valley fill of an ancestral Coulee. This fill, previously described as the Tiflis formation apparently grades from waterlaid material at the base into loess. If this loess is pre-Wisconsin in age one should be able to tie it up with the loess which is said to underlie the great Wisconsin moraine on the Waterville plateau. However, there seems to be more than one age reference for loess deposits in Central Washington.

Tuesday, June 1st, the Ellensburg chamber of commerce sent a delegation of 17 members out to participate in the initial work upon the new Museum at Vantage. After months

of delay and revision of plans the building is now under way on the site as located upon the bluff overlooking Vantage bridge. It will be possible not only to put certain logs under cover but to incorporate into the park set-up, geological and historical specimens and collections from the whole region.

As an example of the necessity for a museum building, the Tuberculosis League of Washington was obliged to forego a run out to the forest from Ellensburg recently because of a high wind. Our expectation is that wind and heat will make outdoor activity at the park inadvisable for 50 per cent of the time. The buildings and displays are and will be designed to meet this difficulty.

Earlier in the month members of the State Park Board including Land Commissioner A. C. Martin and State Treasurer F. H. Gallagher as well as Park Supt. W. G. Weigle and architect Jack Paterson visited the park and checked on final plans and location for the museum building.

Mr. J. L. Renton of the Mineralogist at Portland has sent up several fossil specimens, including one of the Clarno walnut fruits and a piece of sycamore wood, as well as some clams from the Grand Canyon.

Constance Cutler, a student during the regular year brought in a fragment of a buffalo shank from the campsites along the Columbia River.

Supt. Frank Fox and his boys from the Ginkgo camp have found two intergrown lava bubbles which strongly suggest fossil bone.

Mr. Chas Simpson, pioneer collector of fossil woods and Indian relics along the Columbia has been installed at the Ginkgo park as caretaker. We feel that Mr. Simpson is particularly qualified for the position of contact man in the petrified forest, and that his enthusiasm for this field will carry over to the park's visitors.

This department will make a visit to the Blue Lake Rhino in the near future, stopping at the petrified forest en route and inspecting other fossil beds and features in Grand Coulee.

A geology course in every high school

Mr. Ray Treasher, geologist with the Federal Army at Portland has been in this area checking on raw supplies for the Bonneville Dam. Mr. Treasher is responsible for the fine new bibliography of Oregon geology, a work which is of considerable value to geologists of the whole region. While here he gave us a very interesting hour or two.

—G. F. B.

MUNSON HALL

By Kidder

Professor Stephens would say that it is the spring, the essence of flow-ers; Dean Holmes would say that it's due to the economic conditions. The atmosphere at Munson Hall is unlike any yet known of there. The lads who come in as late as ten o'clock find all lights out and are frightened by the echos from their cautious footsteps. Dust gathers on Munson's assorted instruments and saxophones as Sue Lombard complains that she has not yet been serenaded.

Dante Cappa is back from a year of teaching. His pride and joy and the fruit of his year's labor is a tiny, noisy radio. Cherish as he will this precious set, it has made him the out-cast of the third floor. Chiotti finally decided to remain with us this summer. He went out on a farm to work and the farmer told him: that his first job was to hold the plow. Joe gave up the job without a try, coming back to school because, he says, there were two horses pulling against him. Floyd Hicks who has returned from a year of teaching at Lacey, declares his intentions of devoting the summer entirely to intellectual growth.

No more can the expression, "the wilds of Munson" be used. Perhaps it is but the calm before the storm; perhaps the wiley monster, Munson, is just sleeping ready to spring out in all its untamed fury and glory. However, the indications at Munson show that the Central Washington College is becoming a College of Education.

PHILOSOPHY OF
TEACHER TRAINING

(Continued from page 1)

be encouraged. The required completion of a major and a minor is an application of this principle.

The present administration is making an attempt to keep in close touch with the schools of the state which it must serve by appointing each year some member of the faculty whose duty it is to keep in touch with the demands of the schools upon the teacher, and to visit alumni of the institution to see just how adequately the institution is preparing its teachers. By this means and others, the trends in the public school curriculum are noted and adjustments made from year to year in the teacher training curriculum.

I have not stated the entire responsibility of a teacher training institution when I have said that its function is to prepare teachers to meet the instructional demands of the schools of the state. There is another

function that is of importance and that is to prepare the graduates of the institution to take a leading part in the life of the school and community. Teachers must be able to follow and to lead. They must be able to improve methods and techniques. They must be able to inspire those under their direct charge and help the community to the realization of better standards. Ability in this important respect is perhaps not so much a matter of direct training as natural endowment and personality. What training does come is more or less incidental, a concomitant of the process of preparation to meet the other and more direct responsibilities of teaching.

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RABBI TO SPEAK

Dr. Geo. Fox will speak in the auditorium, June 30, on "Judaism and Democracy."

Dr. Fox was born in 1883, and was graduated from Hebrew Union College in 1908. He took his Ph. D. at Wesleyan University where he was Professor of Ancient History for two years. He has been Rabbi in Bloomington, Illinois and in Fort Worth, Texas, where he did a large amount of communal work. He founded the South Shore Temple of Chicago in 1922, of which he has been Rabbi since.

Dr. Fox has published a number of books, and is at present Vice-President of the Liberal Ministers of Chicago. He was formerly Professor at the University of Chicago, and is now advisor to the Jewish students there. He has been editor of the Jewish Monitor, and is a contributing editor to Watch Tower.

He is in Ellensburg through the arrangements of the Jewish Chautauqua Society of Philadelphia.

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SKETCH OF PAUL PARKER

Paul Parker, visiting art instructor here this summer, obtained his B. A. degree from the University of Illinois, and went on to study at the American Academy of Art in Chicago, and rose to the position of instructor in life drawing in that same institution.

He has been art director for the Outdoor Advertising Association of America, and art director and advertising manager for the Consolidated Industries Corporation of Rockford, Illinois.

For the past year he has been doing graduate work and teaching at the University of Chicago. He has traveled in the Orient, and knows the United States very well.

His work has been exhibited at the Art Institute of Chicago.

BUTTER

K. C. D. A.

Ken Maynard and Clyde Beatty are just a few circus performers with whom Virginia May Clarke, University of Chicago freshman, acts. She is a featured dancer with the Cole Brothers' circus in Chicago.

Since collegians are supposed to be the most careless drivers, the University of California is conducting a campaign to decrease the number of automobile accidents involving students.

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